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ABSTRACT

This program guide is intended to provide information that is useful to local school district and community college administrators, instructors, program advisory committee members, and others charged with the responsibility for offering vocational education programs. It serves to identify the major considerations in the organization, operation, and evaluation of a word processing program. The first part relates to vocational education programs in general. It addresses legal authority, legal basis for program planning and coordinating councils, program structure, program development, program review and evaluation, and program advisory committees. The second part relates specifically to the vocational education program for word processing occupations. It provides a description of the occupation, student admissions criteria, and program course standards. A program outline contains sample learning guides that detail the duty area, task, performance objective, delivery system, learning activities with required resources, a criterion-referenced measure (checklist), and a criterion-referenced written test. Other contents of the guide include information on Future Business Leaders of America and Phi Beta Lambda, teacher qualifications, facility design criteria, an equipment list, a list of suggested instructional materials and audiovisual aids, and a resource listing. An appendix lists competencies for business education word processing occupations. (YLB)

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PROGRAM GUIDE

FOR

WORD PROCESSING OCCUPATIONS

JUNE, 1984

State of Florida
Department of Education
Ralph D. Turlington, Commissioner

Division of Vocational Education
Bureau of Vocational Program and Staff Development
Business and Office Education Unit

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INTRODUCTION

This program guide has been developed to provide information that will be useful to local school district and community college administrators, instructors, program advisory committee members, and others charged with the responsibility for offering vocational education programs. The final planning and evaluation of any educational program must be done within the context of local conditions. This publication will serve to identify the major concerns that should be considered in the organization, operation, and evaluation of a vocational education program.

The first part of the guide relates to vocational education programs in general. The second part relates specifically to the vocational education program for word processing occupations.

Vocational education has evolved to meet the needs of students desiring to pursue a selected vocation. In general, vocational education is designed to provide programs, services, and activities which are realistic in light of present and future employment opportunities.

Applications of science and technology have expanded rapidly in recent years. This expansion has increased and changed the education and training required of workers. Many additional technical supportive staff are needed to carry out standardized and specialized procedures.

Vocational education can provide a viable option for students if implemented and maintained to meet the criteria described in this bulletin. One prominent feature of the philosophy shared by business and industry and the Florida Department of Education is that opportunities for upward mobility should be maintained if at all possible. Vocational programs that produce a harmonious and logical relationship between education and industry reflect the true purpose of vocational education.

LEGAL AUTHORITY

Vocational education programs are established pursuant to Florida Statutes and enabling Administrative Rules adopted by the Florida State Board of Education.

Legal Basis -

Florida Statute 233.0682 state board regulations, states that...

> The State Board of Education shall adopt regulations setting forth minimum requirements

for a comprehensive vocational education program, and shall adopt procedures for determining the extent to which such minimum requirements are being met. Such requirements shall include examination of the employment performance of program participants as well as standards of education output, with particular emphasis on job placement and satisfactory performance in employment.

Florida Statute 240.355 State Board of Education rules states that...

The State Board of Education shall adopt rules which will enable each community college district board of trustees to initiate and provide comprehensive vocational education programs. The State Board of Education shall adopt procedures for determining the extent to which minimum requirements are being met. Furthermore, procedures shall include examination of the employment performance of program graduates. The minimum requirements so adopted shall include standards of educational output, with particular emphasis on job placement and satisfactory performance in employment. All such procedures should take into account the cost of the procedure. Whenever possible, proven research methods, including sampling, shall be utilized. It shall be the further responsibility of community college placement personnel to make written recommendations to the president of the community college for consideration by the board of trustees concerning areas of curriculum deficiency which have an adverse effect on the employability of job candidates or progress in subsequent educational activities.

Florida Statute 233.0682 (school districts) and 6A-14.34 (community colleges) is administered by Administrative Rule 6A-6.621 Comprehensive Vocational Education Program which states...

For the purposes of administering sections 230.7651, and 233.0682, Florida Statutes, the term comprehensive vocational education shall include occupational education programs not leading to a bachelor's degree. A comprehensive vocational education program is one which provides vocational programs, services, and activities of high quality, realistic in light of actual or anticipated opportunities for gainful employment and suited

> to the needs, interests, and abilities of the persons to be served. Vocational programs, services, and activities shall be compatible with the state plan.

Administrative Rule 6A-6.571, Criteria for Qualification of Special Vocational-Technical Education Program Courses, is the rule that provides the basis for the document Vocational Education Program Courses Standards approved by the Florida State Board of Education and published by the Division of Vocational Education. Rule 6A-6.571 states...

> The criteria for qualification of individual courses for inclusion in the classification of Special Vocational-Technical programs prescribed in Section 236.081 (1) (c), Florida Statutes, are annually adopted by the State Board and shall be published by the Commissioner in a document titled, "Vocational Education Program Courses Standards," with a designation of the effective date for the criteria. These criteria are hereby incorporated by this rule and made a part of the rules of the State Board. Copies of this publication may be obtained from the Dissemination Section, Division of Vocational Education, Department of Education, Tallahassee, Florida, 32301, at a cost to be established by the Commissioner but which shall not exceed actual cost.

Thus, the Program Standards provide statements of program descriptions and program content that must be adhered to by the school districts and community colleges when planning, implementing and evaluating vocational instructional programs. The extent to which these Standards are adhered form the basis for program review and evaluation.

PROGRAM PLANNING

The legal basis for program planning is found in Florida Statutes 229.55, Educational Accountability; and 229.555, Educational Planning and Information Systems. These Statutes address the general process of educational and comprehensive management systems planning.

> Responsibility for decisions to initiate, maintain, modify, or terminate instructional programs is vested by State statutes in the respective school boards and in the boards of trustees of community colleges. It is the role of the Department of Education to make certain that the boards of the local educational agencies have the benefit of systematic planning which takes into account

regional and statewide needs as well as the needs of the local districts; and it is the role of the Department of Education to ascertain that the planning done by a local education agency takes into account the programs, services and plans of the other local educational agencies.

In Florida a Vocational Planning Process has been developed which effectively utilizes available resources to provide a realistic balance between the vocational interests of individuals and the needs of business, industry and society. It is expected that the process will improve the planning and performance of vocational education at the local and state levels. Because planning is a dynamic process which must be responsive to changing social and economic conditions, this vocational planning process will be revised as required.[1]

Also 6A-6.70, Direct Job-Related Vocational Offerings Required for Each School District; and 6A-6.71, Student Services, were adopted to implement the Florida Statutes relating to program planning.

COORDINATING COUNCILS

The legal basis for coordinating councils is administered by Florida Statutes 228.074 (the establishment) and 228.075 (the responsibilities) which state...

The establishment...

(1) There shall be established in each vocational education planning region a regional coordinating council for vocational education, adult general education, and community instructional services.

(2) Each regional council shall consist of the superintendent of schools; the directors of vocational education and adult education of each school district within the planning region; the president of the community college; the deans or directors of vocational education and community instructional services of the community college; the vice president for academic programs, or his designee, of each state university servicing the region; a representative of an independent vocational, technical, trade, or business school located within the region, to be appointed by the Commissioner of Education; a representative of a branch of the Florida State Employment Service located within the region; and lay citizens of the planning regions.

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[1] Out in Front, a revised product of the Coordinating Council Development Project and the Division of Vocational Education, Florida Department of Education, September, 1982, p. 23.

(3) No less than 51 percent of the voting membership of each council shall be comprised of lay members. The lay members shall be appointed by the Governor and confirmed by the State Board of Education for 4-year terms. The Governor shall select lay members for appointment from among nominees submitted by economic development councils, chambers of commerce, community development corporations, and other bona fide trade and business organizations within the vocational planning region. At least one lay member of each council shall be a member of a business and industry advisory council or craft committee within the planning region. At least one of the total membership of each council shall be a member of a private industry council as provided for by the Job Training Partnership Act (Pub. L. No. 97-300).

(4) The voting members of the council shall be the lay members, the community college president or his designee, and the school district superintendent or superintendents or their respective designees. In a multicounty region, the superintendent, or his designee, from the county under discussion on a particular motion is the only superintendent who has the power to vote on that motion.

(5) The Governor shall be responsible for calling the first meeting of the council. The council shall elect a chairman at its first meeting and annually thereafter. The chairman shall preside at all meetings of the council, call special meetings thereof, and attend to actions of the council. The council shall elect a vice chairman who shall act as chairman during the absence or disability of the chairman. The chairman shall notify the Governor whenever a lay member or the independent postsecondary vocational technical school representative of the council has failed to attend three consecutive meetings in 1 year. Such absences shall be considered a resignation. The council shall provide for maintaining minutes of its meetings.

(6) Each council may appoint committees and other advisory boards as necessary.

(7) The Department of Education, the Department of Commerce, the Department of Labor and Employment Security, and the Florida Occupational Information Coordinating Committee shall provide such technical assistance as the boards may request to carry out their assigned responsibilities.

(8) Beginning July 1, 1985, the Postsecondary Educational Planning Commission shall evaluate the councils with respect to their administrative effectiveness and the extent to which regional needs are being met and unnecessary duplication is being controlled. No fewer than seven regional coordinating councils shall be evaluated each year.

The responsibilities...

(1) The primary goals of each regional coordinating council shall be to:

(a) Maximize effective student articulation in programs of vocational education, adult general education, and community instructional services.

(b) Establish and maintain effective and cooperative linkages with business and industry so that vocational training programs are responsive to the needs of the labor market.

(c) Lead regional efforts in cooperation among school districts, community colleges, and state universities.

(2) Each regional coordinating council shall assure that the vocational education, adult education, and community instructional services needs of the community are provided for with maximum efficiency, cost effectiveness, and minimum unwarranted duplication. To do so, each council shall have the following powers, duties, and responsibilities:

(a) Review the vocational education, adult education, and community instructional services programs available in the planning region. As its initial activity, each council shall conduct an analysis of current vocational training, counseling, and placement programs available in the planning region. The council shall identify and list in order of priority the critical opportunities and problems of the planning region which can be addressed and improved through these programs and shall identify state, federal, and other funding sources to be used to address these priorities. Data used to conduct this analysis shall include labor supply and

demand information from the Florida Occupational Information System. This list shall be reviewed at least every 2 years and may be revised at any time. A current list shall be filed with the Commissioner of Education, the secretaries of the Department of Commerce and the Department of Labor and Employment Security, the Florida Occupational Information Coordinating Committee, and the community college boards of trustees and school boards within the planning region.

(b) As a result of this review, develop agreements which provide for the assignment of fiscal and programmatic responsibility to either the local community college board of trustees, one or more of the school boards in the planning region, or a shared arrangement between the local community college and a school board or boards specifically agreed to by the council for the delivery of programs in the following areas; vocational education at the secondary level and below that level; vocational education at the postsecondary level; community instructional services; and adult basic and high school education. This provision shall not prevent a board-assigned responsibility for one or more of these programs from developing joint programs or contracting for specific instructional services with another board or agency, subject to review by the regional coordinating council. However, in order to maintain accountability in each of these programs, all related enrollment projections, FTE reports, cost analyses, and other elements required for the allocation of funds shall be the sole responsibility of the assigned board or boards.

(c) Notwithstanding the provisions of ss. 230.03, 230.64, 233.068, 243.11, 243.19, and 243.55, review and evaluate all proposals of the community college boards of trustees and the school boards of the planning region to address identified needs, including all proposals to create new programs, terminate existing programs, or significantly modify existing programs. The council shall review and evaluate program and course proposals on the basis

of the need for the programs and courses, the populations to be served, existing or potential duplication, labor market supply and demand data, costs of programs and courses, recommendations and information provided by local and regional advisory councils and craft committees, student fees, and other criteria deemed appropriate by the council. Each council shall give priority to proposals which provide cooperative arrangements with public or independent institutions, agencies, or organizations for use of facilities or resources.

(d) Based upon the evaluation provided for in paragraph (c), make recommendations relating to the creation, modification, or termination of vocational programs, adult general education programs, or community instructional service programs and submit the recommendations in writing to the affected community college board of trustees and the school boards of the planning region. The boards shall accept, reject, or modify such recommendations and submit their responses and recommendations to the regional coordinating council in writing. Any recommendation not formally acted upon by a board within 60 days shall be deemed rejected. Should the regional coordinating council and the affected school board or boards or community college board of trustees fail to reach agreement on any proposal, the council or the affected board or boards may appeal to the State Board of Education, sitting as the State Board for Vocational Education, the decision of which shall constitute final agency action.

(3) Each regional coordinating council shall prepare an annual report to be submitted to the Commissioner of Education for inclusion in the annual state accountability report, the secretaries of the Department of Commerce and the Department of Labor and Employment Security, and the Legislature by February 1 of each year. This report shall describe all actions taken by the council to address identified needs, priorities, and deficiencies, including the final disposition of all recommendations made by the council.

PROGRAM STRUCTURE

State Board of Education Rules 6A-6.621, Comprehensive Vocational Education Program; 6A-6.63, Scope of Vocational Education; 6A-6.64, Types of Vocational Education Courses and Activities, and 6A-6.65, Instructional Components of Vocational Education, provide the legal basis for Florida's comprehensive vocational program structure. Perhaps the best legal basis for Florida's comprehensive vocational program is stated in State Board of Education Rule 6A-6.65.

Based upon this rule, Florida has developed a statewide comprehensive vocational program that is recognized as one of the best in the country. Figure 1 and Figure 2 on the following pages, depict models of business and office education program structures. Word Processing Occupations is designed for the postsecondary level which includes grade levels 13-15.

FIGURE 1. The sequence of instructional program levels.

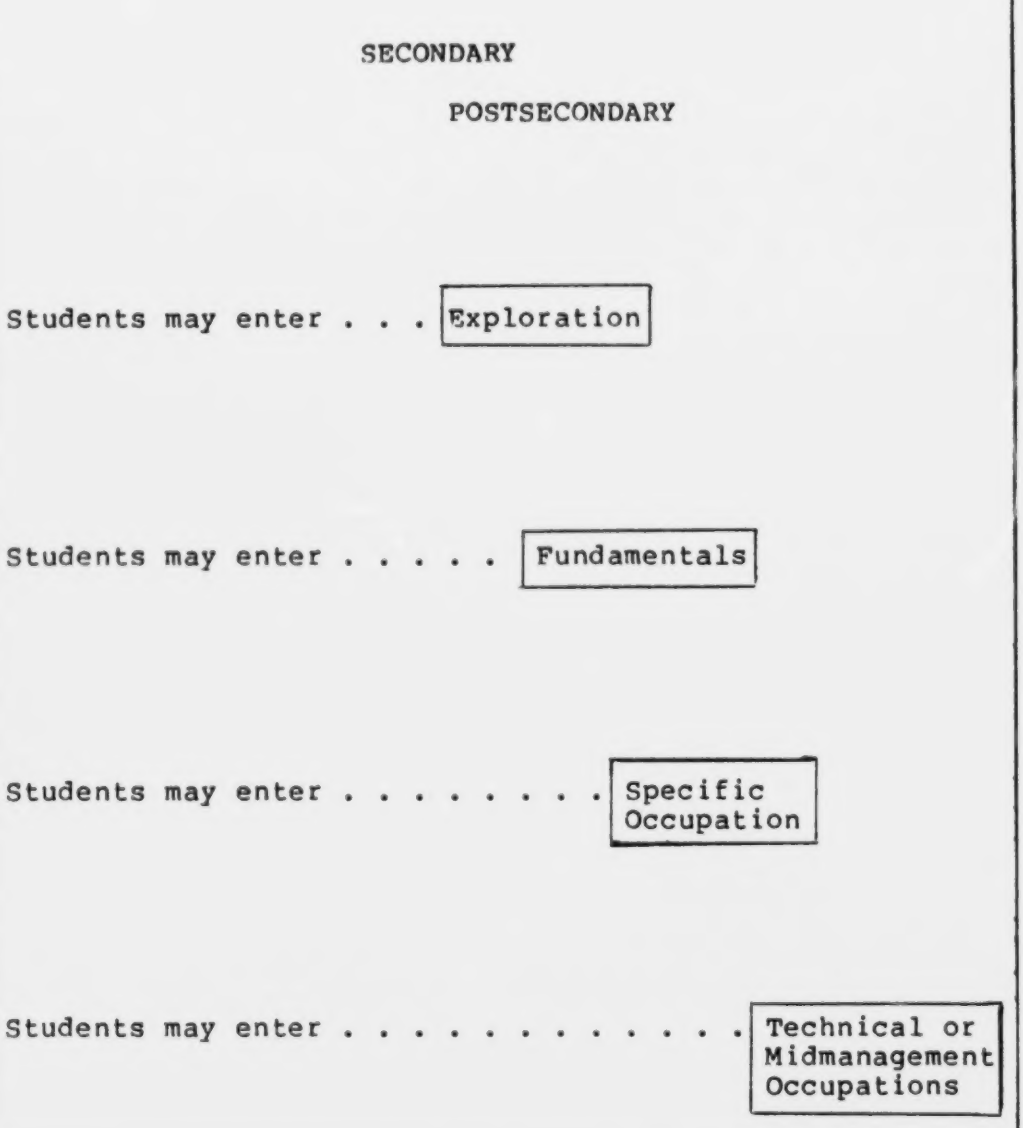
SECONDARY
POSTSECONDARY
Students may enter . . . Exploration
Students may enter . . . . . Fundamentals
Students may enter . . . . . Specific Occupation
Students may enter . . . . . Technical or Midmanagement Occupations

FIGURE 2

Postsecondary Levels of Competency for Word Processing Occupations

LEVEL I: Business and Office Occupations Core (minimum skills and preparation necessary for all business and office occupations)
LEVEL II: Reinforcement and Expansion
LEVEL III: Refinement and Application
LEVEL IV: Specialization and/or High Proficiency (postsecondary and adult only)

Duty Areas	LEVELS Clerical Emphasis	Secretarial Emphasis
Business Records	II	II
Consumer Economics*	I	I
Data Processing	II	II
Filing and Retrieving	II	II
Grooming	I	I
Human Relations	I	I
Incoming and Outgoing Mail	I	I
Job Application Procedures	I	I
Leadership Training	I	I
Math Computation with and without Machines**	III	III
Oral and Written Communications**	IV	IV
Reprographics	II	II
Telephone Techniques	I	I
Typewriting	III	III
Accounting	II	II
Automated Office Systems	II	II
Cooperative Education Option	III	III
Decision Making	IV	IV
Machine Transcription	III	III
Records Management	III	III
Shorthand		III
Word Processing	IV	IV

Note: It is suggested that students in each of the above occupations attain a higher level of competency than is indicated. Each duty area lists minimum competencies.

*Consumer Economics is the name of the duty area that was incorrectly labeled Business Organization in **Level I Competencies for Business Education.**

**Although Levels III and IV are the minimum competencies required for Math Computation and Oral and Written Communications, respectively, Levels I and II competencies have been provided to assist teachers in preparing students for the State Assessment Test.

Level IV Options:

Specialized Procedures and Terminology competencies will be met by those specializing in Records Management, Legal Secretarial Skills, Court Reporter, Medical Secretarial Skills, or Word Processing. Minimum competencies for Court Reporting are identified in the program description, Court Reporting--Specialization.

PROGRAM DEVELOPMENT

Program development is concerned with the identification of occupations and requirements of employers and any credentialing agencies that might be involved. The program must include:

Standards of Input	-	teachers facilities materials
Standards of Process	-	instruction curriculum selection placement evaluation
Standards of Product	-	students with competencies placed on the job

Utilizing these standards, programs are developed that will prepare the student for effective entry-level employment.

Program developmental activities require significant input from advisory groups, ad hoc committees, and task forces made up of representatives from business and industry, instructional, supervisory, and administrative personnel. The Division of Vocational Education, school districts, and community colleges work together in developing programs that are relevant to the needs of business and industry.

PROGRAM REVIEW AND EVALUATION

Program Review is a statewide evaluation of vocational programs conducted by instructors, school administrators, and consultants from the Division of Vocational Education (DVE). The review process identifies program needs by a comparison of established vocational program standards and actual operating conditions. Discrepancies revealed during the review process become the basis for program improvement.

The primary purpose of program review is program improvement. To accomplish this purpose, a review of each vocational program is necessary to determine those areas where program improvement can be most effectively implemented.

The legal basis for program review is found in Florida Statutes. Chapter 229.565 Educational Evaluation Procedures requires the Commissioner of Education to periodically examine and evaluate:

(2) (e). . .the standards by which the school district evaluates basic and special programs for quality, efficiency, and effectiveness.

In this context, the term "special programs" refers to vocational programs. The Division of Vocational Education is directed by the Commissioner to examine and evaluate vocational programs. The Division has developed the program review system to meet this directive.

Basically, program review consists of a self-study of the program to be reviewed, a visitation and review by a Division of Vocational Education staff member, a report outlining areas of strengths and weaknesses, and a plan for correcting or improving the program. The data from the program review instruments are treated statistically and incorporated into the evaluation system.

PROGRAM ADVISORY COMMITTEES

The Division of Vocational Education strongly encourages the utilization of advisory committees. The Division has several advisory committees in existence that are mandated either by federal or state law, such as the Florida State Advisory Council on Vocational Education. The Florida State Advisory Council on Vocational and Technical Education represents a wide cross section of the lay public and reflects a diversity of viewpoints. Its membership is made up of representatives, including minority representatives, of business, labor, public and private education, and the general public. The council represents the clients of the vocational education system. Its primary concern is that vocational education programs, services, and activities in Florida function effectively and are available to all persons who need and can benefit from them.[2] The Division of Vocational Education utilizes many committees other than those required by law. For example, each program area -- Agribusiness, Business, Diversified Occupations, Health Occupations, Home Economics, Industrial, Marketing and Distributive, and Public Service Education -- has a state advisory committee to relate to the statewide program in each area. Also, each of the program areas utilize the services of several advisory committees to deal with specific programs.

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[2] Vocational Education Advisory Committees, an organization and function handbook, edited and adapted by Division of Vocational Education, Florida Department of Education, 1982, p. 3.

The legal basis for their use of advisory committees is found in State Board of Education Rule 6A-6.68 and 6A-14.38 (community colleges). Local advisory committees provide the means for a vocational education curriculum to remain relevant to business and industry needs. Relevance of instruction is the school's assurance that graduates will be capable of performing entry-level job skills. Advisory committee members who become familiar with vocational education programs, and are themselves employed in the field as well as being potential employers of graduates, have a unique perspective of a training program. They can provide an informed viewpoint that is invaluable to the educational process.

Local advisory committees create partnerships between vocational education programs and the industries and communities they serve. Citizens are involved in the operation of their schools and school personnel are better able to understand the needs of the occupations being served.

Local advisory committees promote public awareness of vocational education programs. Community members are given the opportunity to become familiar with all the programs offered by schools. Both formally and informally, advisory members communicate the operation of vocational education programs to others in the community.

The law requires that local advisory committees be established and used by the recipients of federal funding for vocational education. Federal regulations stipulate that local advisory committees be established to advise the vocational education program on current job needs and the relevancy of courses offered and to aid in developing the annual program application. Local advisory committees may advise program areas, schools, or the community/region. Membership must represent business, industry, and labor and include appropriate representation of racial, and ethnic minorities, both sexes, and the handicapped.[3]

DESCRIPTION OF THE OCCUPATION

Business and Office Education is a planned specialized instructional program structured to enable students to enter, to advance, and to refine prescribed competencies required for employment in a cluster of business occupations or in a specific occupation chosen as a career objective.

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[3] Ibid, p. 1.

The Word Processing Occupations Program includes learning experiences that may combine courses, units of instruction, and practical experiences that are concerned with administrative support, general office duties, and the recording and transcribing of communication.

Career objectives are identified to accompany a variety of occupational job groups such as: Administrative Secretary, Proofreader, Records Manager, Office Systems Manager, and Word Processing Specialist.

STUDENT ADMISSIONS CRITERIA

Students enrolled in this occupational cluster should be able to benefit from the instructional content therein with reasonable expectations for employment upon successful program completion.

In accordance with the Course Code Directory, the Word Processing Occupations Program is offered to students at grade levels 13-15. There are no specific student admissions criteria other than those that may be required by the respective local education agencies.

PROGRAM COURSE STANDARDS

Program objectives should be consistent with the Vocational Education Program Courses Standards as approved by the Florida State Board of Education.

Provided on the following pages is the Program Standard for Word Processing Occupations Education as listed in the official Vocational Program Course Standards Bulletin.

VOCATIONAL PROGRAM STANDARD

PROGRAM AREA: Business Education

PROGRAM TITLE: Word Processing - Specialization

SCHOOL DISTRICT PROGRAM NUMBER: 7682

COMMUNITY COLLEGE PROGRAM NUMBER: BU 07.060800

PROGRAM DESCRIPTION: The program is designed to prepare a person for employment as a Proofreader, Records Manager, Administrative Secretary, or Correspondence Supervisor or to provide supplemental training for a person previously or currently employed in these occupations.

Word Processing Occupations prepare individuals to edit and produce written communications utilizing special-purpose machines to correct, format, and print information.

PROGRAM CONTENT: Instruction is designed to enable the individual to achieve instructional objectives in numerous identified content (duty) areas. Individuals who begin work in Word Processing--Specialization Occupations will be offered competency instruction in the following content (duty) areas:

A-1. Telephone techniques
B-1. Filing and retrieving
C-1. Typewriting
D-1. Incoming and outgoing mail
E-1. Oral and written communications
F-1. Reprographics
G-1. Human relations
H-1. Grooming
I-1. Business records
J-1. Math computations with and without machines
K-1. Job application procedures
L-1. Data processing
M-1. Consumer economics
N-1. Leadership training

Individuals will then progress to the next level of instruction which will reinforce and expand competencies in the following content (duty) areas:

A-2. Math computations with and without machines
B-2. Oral and written communications
C-2. Typewriting
D-2. Automated office systems
E-2. Filing and retrieving
F-2. Reprographics
G-2. Business records
H-2. Data processing
I-2 Accounting

Individuals who continue refinement and application competency development with a clerical emphasis will be offered instruction in the following content (duty) areas:

A-3. Typewriting
B-3. Oral and written communications
C-3. Math computations with and without machines
D-3. Machine transcription
E-3. Decision-making
F-3. Word processing
G-3. Records management

Refinement and application competency development with a secretarial emphasis will include instruction in the following content (duty) areas:

H-3. Typewriting
I-3. Oral and written communications
J-3. Math computations with and without machines
K-3. Machine transcription
L-3. Decision making
M-3. Shorthand
N-3. Word processing
O-3. Records management

Instruction in minimum skill, reinforcement and expansion, and refinement and application competencies prepares a person for employment as a Proofreader or Records Manager.

Individuals will be offered higher proficiency/specialization competencies, with a clerical emphasis, in the following content (duty) areas:

A-4. Word processing
B-4. Decision making
C-4. Oral and written communications

Instruction with a secretarial emphasis will be offered in the following content (duty) areas:

D-4. Word processing
E-4. Decision making
F-4. Oral and written communications

Instruction in minimum skill, reinforcement and expansion, refinement and application, and high proficiency competencies prepares a person for employment as an Administrative Secretary or Correspondence Supervisor.

Concepts of American enterprise will be included in this program so that students may function effectively in the American enterprise economic system.

Phi Beta Lambda (postsecondary) is the appropriate vocational student organization for providing leadership experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of the instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal.

SAMPLE PROGRAM OUTLINE

Suggested program/unit outlines are incorporated in the Competency Levels (I-IV) for Business and Office Education. The competencies for Word Processing Occupations are listed in the Appendix. These materials are presently available in most schools where vocational preparatory programs for business and office education are offered.

Competency-based validated materials have been developed according to the following format outline:

1. Program: A group of specified competencies leading to job-entry positions in a cluster of related occupations. As an example, this guide has been developed for the Word Processing Occupations Program.

2. Duty Area: A major area of knowledge and/or skills required for an occupation. A duty area is made up of a number of specific tasks (e.g., the duty area Typewriting is a major area of skill required in all offices and for all business education programs. Within the duty area of Typewriting are a number of specific tasks: Typewriting, Level II, has twelve specific tasks). As an example, typewriting is a duty area in word processing occupations.

3. Task: A unit of work or one element of a job duty. A task is the performance part of a performance objective. As an example, a Level One (I) task in typewriting is: Demonstrate correct typewriting techniques.

4. Performance Objective: A unit-level objective that describes one of the tasks a student must be able to perform in order to qualify for a job. A complete performance objective consists of three parts:

   Condition(s): "Given what?"

   Describes the situation, limits, and tools and/or equipment of the work environment or classroom-testing situation.

Performance: "Does what?" "Knows what?"

States exactly what observable behavior the student must demonstrate or what knowledge or attitude the student must indicate he or she has mastered.

Standard(s): "How well?"

Describes how much is required, how quickly it must be done, and/or how precise the quality of work must be for the student's performance to be accepted as sufficient to pass the objective.

5. Delivery System, Learning Activities, Resources.

6. Criterion-referenced Measure: A checklist that describes how demonstration of the competency in a performance objective should be evaluated. Level IV measures do not list all of the information and supplies required to evaluate a competency. The instructor must create a testing situation that (1) matches the condition(s) stated in the performance objective and (2) requires the student to demonstrate performance to the level stated in the standard(s). The instructor then uses the checklist to determine whether the standard(s) has/have been met.

7. Criterion-referenced Written Test: A written test used to measure mastery of a knowledge objective. A criterion-referenced written test matches the three parts of the objective it is designed to measure: condition(s), performance, and standard(s). Two types of criterion-referenced written tests are (1) selection tests, which require the student to choose a correct answer from a series of choices in multiple-choice, true-false, or matching test items; and (2) supply tests, which require the student to fill in the answer to a completion question or an essay question.

Word processing occupations includes the duty areas of math computations and reprographics. The math computation duty area includes Levels I, II, and III. For example, Level II math computation includes the following tasks:

MATH COMPUTATIONS - LEVEL II

1. Solve addition, subtraction, multiplication, and division problems, using a ten-key adder or calculator.

2. Solve commission problems using a ten-key adder or calculator.

3. Solve markup problems using a ten-key adder or calculator.

4. Solve markdown problems, using a ten-key adder or calculator.

5. Solve compound interest problems, using a ten-key adder or calculator and a compound interest table.

6. Complete an invoice.

7. Compute totals and sales tax on a sales slip.

8. Solve finance charge and annual percentage rate problems.

Note: Enabling objectives for Tasks 1 - 8 are listed in Appendix.

Figure 3 on the following pages will demonstrate an example of a "Learning Guide" developed for Task 5 above. Note that this learning guide was developed for an individualized slide/tape program.

FIGURE 3

LEARNING GUIDE

PROGRAM: Word Processing Occupations

DUTY AREA: Math Computations

TASK: Solve compound interest problems, using a ten-key adder or calculator and a compound interest table.

ENABLING TASK: Compute interest compounded annually.

PERFORMANCE OBJECTIVE:

Given a ten-key adder or calculator and a written test consisting of twenty-five interest problems in which the principal, rate of interest, and time are known; the student will compute interest compounded annually, interest compounded semiannually, interest compounded quarterly, and interest computed with the aid of a compound interest table. At least four of the five problems in each group must be solved correctly.

DELIVERY SYSTEM: Individualized Slide/Tape Program

LEARNING ACTIVITIES	RESOURCES
1. Complete Resource Number 1 to obtain methods of solving compound interest problems	1. a. Text: Business Mathematics, Media Systems Corp, Harcourt, Brace, Jovanovich, Inc. b. Listen to slide/tape program Unit 23.
2. Solve compound interest problem in Resource Number 2.	2. a. Text: Business Mathematics, Media Systems Corp., Harcourt, Brace, Jovanovich, Inc. b. Complete problems A, B, C in Unit 23.

LEARNING ACTIVITIES	RESOURCES
	c. Check answers with key Unit 23, A,B,C.
3. Evaluate your knowledge	3. Complete criterion-referenced test for interest compounded annually.

MATH COMPUTATIONS TEST

Directions: Using a ten-key adder or calculator, compute the amount of interest when the interest is compounded annually. Round all answers to two decimal places. At least four of the five answers must be correct.

1. $1,000 at 6.5% interest for 3 years $_____
2. $2,000 at 7% interest for 3 years $_____
3. $5,000 at 7.5% interest for 4 years $_____
4. $1,000 at 9% interest for 1 year $_____
5. $6,000 at 8% interest for 5 years $_____

MATH COMPUTATIONS KEY

Directions: Using a ten-key adder or calculator, compute the amount of interest when the interest is compounded annually. Round all answers to two decimal places. At least four of the five answers must be correct.

1. $1,000 at 6.5% interest for 3 years	$ 207.95
2. $2,000 at 7% interest for 3 years	$ 450.09
3. $5,000 at 7.5% interest for 4 years	$ 1,677.35
4. $1,000 at 9% interest for 1 year	$ 90.00
5. $6,000 at 8% interest for 5 years	$ 2,815.96

The reprographics duty area includes Levels I and II in word processing occupations. For example, Level II reprographics includes the following tasks:

REPROGRAPHICS - LEVEL II

1. Identify correct definitions of terms used in reprographics.
2. Identify characteristics of paper.
3. Select appropriate paper.
4. Type and correct offset masters.
5. Classify characteristics of copying processes.

Figure 4 on the following pages will demonstrate an example of how a "Learning Guide" was developed for Task 1 above. Note that this learning guide was developed for a lecture with utilization of printed material.

FIGURE 4

LEARNING GUIDE FOR A UNIT OF INSTRUCTION

PROGRAM: Word Processing Occupations

DUTY AREA: Reprographics

TASK: Identify correct definitions of terms used in reprographics

PERFORMANCE OBJECTIVE:

Given a list of terms used in reprographics and a list of definitions of these terms, the student will identify the correct definitions of terms by matching the terms with their definitions. As least eight of the ten answers must be correct.

DELIVERY SYSTEMS: Lecture, reading and printed material.

LEARNING ACTIVITIES	RESOURCES
1. Complete Resource Number 1 to locate definitions.	1. a. Text: Word Processing and Information Systems, Gregg Division/McGraw-Hill Book Co., 1983. Read Chapter 6, pp. 144-162. b. *Read handout number one. c. Listen to instructor's lecture on reprographics.
2. Complete questions to apply terminology in Resource Number 2.	2. a. Text: Word Processing and Information Systems, Gregg Division/McGraw-Hill Book Co., 1983.
	*Handout provided by instructor.

LEARNING ACTIVITIES	RESOURCES
	b. Complete questions. c. Check answers in a review with the instructor.
3. Evaluate your knowledge.	3. Complete criterion-referenced test for defining terms used in reprographics.

REPROGRAPHICS TEST

Directions: Identify each term by matching it with the correct definition. Place the letter of the term in the definitions column to the left of the number. At least eight of the ten answers must be correct.

TERMS		DEFINITIONS
a. binder	_____	1. process of reproducing copy on both sides of a sheet of paper
b. collator	_____	2. process of making a computer printout the size of a regular letter
c. composer	_____	3. assembles duplicated pages into sequence to provide multiple sets
d. downtime	_____	4. creates display type where larger type is needed
e. duplexing	_____	5. produces copy for catalogs, newspapers, or other items where various type styles and sizes are needed
f. facsimile	_____	6. contains bins in which stacks of paper are placed by the operator; machine ejects one sheet from each bin to assemble sheets in a desired order
g. headliner	_____	7. can be used to put either soft covers or hard covers on materials
h. reduction capability	_____	8. process of transmitting a copy of a document over ordinary telephone communication lines
i. reprographics	_____	9. reproduction and duplication of documents by photocopy, offset, microfilming, and office duplicating
j. sorter	_____	10. time when equipment is not in use because of malfunction

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REPROGRAPHICS KEY

Directions: Identify each term by matching it with the correct definition. Place the letter of the term in the definitions column to the left of the number. At least eight of the ten answers must be correct.

TERMS		DEFINITIONS
a. binder	e	1. process of reproducing copy on both sides of a sheet of paper
b. collator	h	2. process of making a computer printout the size of a regular letter
c. composer	j	3. assembles duplicated pages into sequence to provide multiple sets
d. downtime	g	4. creates display type where larger type is needed
e. duplexing	c	5. produces copy for catalogs, newspapers, or other items where various type styles and sizes are needed
f. facsimile	b	6. contains bins in which stacks of paper are placed by the operator; machine ejects one sheet from each bin to assemble sheets in a desired order
g. headliner	a	7. can be used to put either soft covers or hard covers on materials
h. reduction capabilities	f	8. process of transmitting a copy of a document over ordinary telephone communication lines
i. reprographics	i	9. reproduction and duplication of documents by photocopy, offset, microfilming, and office duplicating
j. sorter	d	10. time when equipment is not in use because of malfunction

Word processing occupations include the duty area of oral and written communications which is divided into four levels. It is suggested that students in a postsecondary program should include Levels I, II, III and IV. Listed below are the tasks for Levels I-IV which indicate the level of difficulty.

ORAL AND WRITTEN COMMUNICATIONS - LEVEL I

1. Locate and record information found in a dictionary.
2. Spell and define words.
3. Find specific information in written material.
4. Write grammatically sound and complete sentences.
5. Write sentences with correct punctuation, capitalization, abbreviations, and numbers.
6. Compose and write simple business letters.
7. Follow oral instruction.
8. Greet visitors and give directions.

Note: Enabling objectives for Tasks 1 - 8 are listed in Appendix.

ORAL AND WRITTEN COMMUNICATIONS - LEVEL II

1. Write effective business letters.
2. Compose, arrange, and type a memorandum.
3. Compose and type or write a letter of request.
4. Compose and type or write a letter of transmittal.
5. Compose and type or write a letter of acknowledgment.
6. Compose and type or write a letter of application.
7. Compose and type or write a letter requesting a reference.
8. Compose and type or write a letter of follow-up.
9. Compose and type or write a routine letter of response.
10. Prepare, outline, and deliver a short speech.

ORAL AND WRITTEN COMMUNICATION - LEVEL III

1. Compose and type or write a claim letter.
2. Compose and type or write a letter approving an adjustment.
3. Compose and type or write a letter of refusal.
4. Compose and type or write a letter of resignation.
5. Compose and type or write a letter of persuasion.
6. Participate in a group discussion as a member.
7. Participate in a group discussion as a leader.
8. Dictate for recording medium.
9. Listen to an oral presentation and follow given instructions.

ORAL AND WRITTEN COMMUNICATIONS - LEVEL IV

1. Annotate letters, reports, and news articles.
2. Edit short, handwritten manuscripts, using proof-reading marks.
3. Edit a multipage, hand-written manuscript, using proofreading marks.
4. Research and compose an interoffice memorandum containing statistical information.
5. Compose an informal report.
6. Compose a formal report.

Figures 5, 6, 7, and 8 on the following pages will demonstrate examples developed for a task within each level with a variety of delivery systems.

FIGURE 5
LEARNING GUIDE

PROGRAM: Word Processing Occupations

DUTY AREA: Oral and Written Communications - Level I

TASK: Write sentences with correct punctuation, capitalization, abbreviations, and numbers.

ENABLING TASK: Punctuate sentences with commas.

PERFORMANCE OBJECTIVE:

Given 10 sentences which illustrate common comma usage, but in which the commas have been deleted, the student will insert in writing, the necessary commas in the sentences. All required commas must be inserted correctly in at least 8 of the 10 sentences.

DELIVERY SYSTEM: Lecture, printed material, PLATO (Programmed Logic for Automatic Teaching Operations).

LEARNING ACTIVITIES	RESOURCES
1. Complete Resource Number 1 to review rules for for applying commas.	1. a. Text: Effective Communication In Business, South-Western Publishing Co. b. Reference Division: Punctuation, Comma, Read Pages 479-480.
2. Punctuate the sentences in Resource Number 2.	2. a. *Handout: Commas (complete 20 sentences). b. Check answers with key.
3. Complete Resource Number 3 to apply rules of commas.	3. a. PLATO: Basic Skills English

LEARNING ACTIVITIES	RESOURCES
	Curriculum (Programmed Logic for Automatic Teaching Operations). b. Complete Lessons 26 and 27.
4. Evaluate your knowledge of commas.	4. Complete criterion-referenced test for commas. *Handout provided by the instructor.

COMMA TEST

Directions: In each of the 10 sentences below, the necessary commas have been omitted. Read each sentence carefully. Then, write in any required commas. Sentence must be entirely correct in order to count. At least 8 of the 10 sentences must be correct.

1. If he does not ride call Sam.
2. Every year should bring some rain some snow and some sun.
3. Cars bicycles scooters etc. are to be exhibited.
4. The shirts pants and shoes were purchased yesterday.
5. No he is not considering running for office.
6. Waterford Browne and Company gave us the legal opinion.
7. Our accountant whose office is on Dale Mabry prepared the income tax return.
8. I cannot however permit this to happen.
9. The rivalry between the two teams as you know has been growing each year.
10. When you arrive Mr. Smith you should go directly to the hotel.

COMMA TEST - KEY

Directions: In each of the 10 sentences below, the necessary commas have been omitted. Read each sentence carefully. Then, write in any required commas. Sentence must be entirely correct in order to count. At least 8 of the 10 sentences must be correct.

1. If he does not ride, call Sam.
2. Every year should bring some rain, some snow, and some sun.
3. Cars, bicycles, scooters, etc., are to be exhibited.
4. The shirts, pants, and shoes were purchased yesterday.
5. No, he is not considering running for office.
6. Waterford, Browne and Company gave us the legal opinion.
7. Our accountant, whose office is on Dale Mabry, prepared the income tax return.
8. I cannot, however, permit this to happen.
9. The rivalry between the two teams, as you know, has been growing each year.
10. When you arrive, Mr. Smith, you should go directly to the hotel.

FIGURE 6

LEARNING GUIDE

PROGRAM: Word Processing Occupations

DUTY AREA: Oral and Written Communications - Level II

TASK: Compose and type or write a routine letter of response.

PERFORMANCE OBJECTIVE:

Given a role-playing situation that requires composing a routine letter of response, letterhead stationery, information necessary for composing a routine letter of response, and a routine letter of response checklist, the student will compose and type or write an appropriate letter of response. At least seven of the first nine items on the checklist must be rated Acceptable, and all three of the alphabetic items must be rated Acceptable.

DELIVERY SYSTEM: Reading, audio media, workbook, group discussion.

LEARNING ACTIVITIES	RESOURCES
1. Listen to and view printed module cassette on letter of response in Resource Number 1.	1. a. *Cassette: Letter of response. b. Printed module: Letter of response. c. Complete exercise at end of printed module.
2. Complete Resource Number 2 to determine the items that should be included in the letter.	2. a. Text: Effective Communication In Business, South-Western Publishing Co. b. Read Chapter 10, pages 221-243.

LEARNING ACTIVITIES	RESOURCES
3. Write a letter of response using the information in Resource Number 2.	3. a. Text: Effective Communication In Business, South-Western Publishing Co. b. Chapter 10, page 245. Complete application number 8 and 9. c. Review applications in group discussion.
4. Evaluate your knowledge.	4. Complete criterion-referenced test for letter of response. *Cassette and printed module provided by instructor.

CRITERION-REFERENCED TEST FOR PERFORMANCE OBJECTIVE 9

ROLE-PLAYING INFORMATION FOR COMPOSING
A ROUTINE LETTER OF RESPONSE

Your boss, Ms. Alice Stowe, has received a request to speak at a dinner session of the American Association of Business Women (AABW). The meeting is to be held at the Tallahassee Sheraton beginning at 7:30 p.m. on Wednesday, November 7. Because of Ms. Stowe's deep interest in the goals of AABW, she has asked you to send a letter of response indicating that she will be pleased to attend and speak on "The Role of the American Woman in Today's Management."

Your office is located in Tampa, Florida. Ms. Stowe will be flying to Tallahassee at 5:30 p.m. In your letter, request that an AABW member be at the airport to meet Ms. Stowe and then to take her back to the airport by 11:00 p.m. for a return flight to Tampa.

Ms. Stowe is a member of the local chapter of AABW and is very excited about this dinner and the opportunity to speak to the Tallahassee chapter. She is eager for you to convey her enthusiasm in your letter of response. Address your letter to American Association of Business Women, 2006 Apalachee Parkway, Tallahassee, FL 32301.

Compose and type or write the routine letter of response. Your performance will be rated on the checklist on the next page.

CRITERION-REFERENCED MEASURE FOR PERFORMANCE OBJECTIVE 9

ROUTINE LETTER OF RESPONSE CHECKLIST

	Rating*	
	Acceptable	Unacceptable
1. Typed the letter, using correct arrangement.		
2. Punctuated in correct style.		
3. Typed without strikeovers and without spacing errors.		
4. Spelled all words correctly.		
5. Constructed grammatically correct sentences.		
6. Developed only one main idea in each paragraph.		
7. Used no more than six-eight typewritten lines to a paragraph.		
8. Made smooth transitions from one sentence to another.		
9. Made smooth transitions from one paragraph to another.		
10. Included all important information.		
a. Provided answer(s) to the request in the first part of the letter.		
b. Included any additional information or limitations in the letter.		
c. Closed with a goodwill statement or a brief sales statement.		

*At least seven of the first nine items and all of the alphabetic items must be rated Acceptable.

FIGURE 7

LEARNING GUIDE

PROGRAM: Word Processing Occupations

DUTY AREA: Oral and Written Communications - Level III

TASK: Compose and type or write a Letter Approving an Adjustment

PERFORMANCE OBJECTIVE:

Given a role-playing situation that requires writing a letter of adjustment to settle a claim, the student will compose and type or write a letter approving an adjustment. A checklist will be used to rate the letter. If the letter is typewritten, all numbered and lettered items must be rated acceptable. If the letter is handwritten, numbered items 3-10 and all lettered items must be rated acceptable.

DELIVERY SYSTEM: Sound-on-slide, reading, workbook material, group discussion.

LEARNING ACTIVITIES	RESOURCES
1. View sound-on-slide on letter approving an adjustment in Resource Number 1.	1. a. *Sound-on-slide on letter approving an adjustment. b. Complete exercise on letter approving an adjustment.
2. Complete Resource Number 2 to determine the items that should be included in the letter.	2. a. Text: Effective Communication in Business, South-Western Publishing Co. b. Chapter 15, pages 312-321.
3. Write a letter approving an adjustment using the information in Resource Number 3.	3. a. Text: Effective Communication in Business, South-Western Publishing Co.

LEARNING ACTIVITIES	RESOURCES
	b. Chapter 15, page 323, Application 3 and 7. c. Discuss your letters in a group discussion.
4. Evaluate your knowledge.	4. Complete Criterion-Referenced test for a letter approving an adjustment. *Sound-on-slide and exercise prepared by instructor.

CRITERION-REFERENCED TEST FOR PERFORMANCE OBJECTIVE 2

Directions: Using the following role-playing situation, compose and type or write a letter approving an adjustment. Your performance will be rated on the checklist on the next page.

ROLE-PLAYING SITUATION:

You are the customer relations manager for Higgins Appliance Center. On February 5, 1980, you received the following letter from a regular mail-order customer, Mrs. Hilda Greene:

"On January 21, 1980, I purchased a 1500-watt portable space heater (Model No. 6383) from Higgins Appliance Center. The heater worked satisfactorily for the first two weeks; however, on the evening of February 4, 1980, the electric cord short-circuited and burned a large hole in my living room rug.

"Since the cord was defective, the heater should be replaced. A sum of $350 will also be needed to mend the carpet. Enclosed is an estimate from Rob's Rug Repair stating the cost of reweaving.

"Please send a representative of your company to my home to verify the damage and exchange the heaters. You may call 477-3692 to confirm a time that is convenient for your representative."

CRITERION-REFERENCED MEASURE FOR PERFORMANCE OBJECTIVE 2

CHECKLIST
FOR TYPING OR WRITING LETTER APPROVING AN ADJUSTMENT

	Rating*	
	Acceptable	Unacceptable
1. Typed the letter, using correct format.		
2. Punctuated in correct style.		
3. Typed without strikeovers and without spacing errors.		
4. Spelled all words correctly.		
5. Constructed grammatically correct sentences.		
6. Developed only one main idea in each paragraph.		
7. Used no more than six to eight typewritten lines to a paragraph.		
8. Made smooth transitions from one sentence to another.		
9. Made smooth transitions from one paragraph to another.		
10. Included all important information:		
a. Opened letter courteously and with a statement that the request is being granted		
b. Avoided using negative words		
c. Expressed appreciation for customer's bringing the matter to your attention		
d. Expressed goodwill and eagerness to maintain good customer relations		
e. Gave clear explanation of necessary forms to be filled out by customer, and/or what should be done with the original article, if replaced		
f. Closed cordially with an open invitation for future business		

*If the letter is typewritten, all numbered and lettered items must be rated Acceptable. If the letter is handwritten, numbered items 4-10 and all lettered items must be rated Acceptable.

FIGURE 8

LEARNING GUIDE

PROGRAM: Word Processing Occupations

DUTY AREA: Oral and Written Communications - Level IV

TASK: Compose a formal report

PERFORMANCE OBJECTIVE:

Given a list of topics and a formal report checklist, the student will compose a formal report of 500-700 words. If the report is typewritten, all items on the checklist must be rated Acceptable. If the report is handwritten, numbered items 2-10 and all lettered items must be rated Acceptable.

DELIVERY SYSTEM: Videotape, reading, instructor presentation, workbook material.

LEARNING ACTIVITIES	RESOURCES
1. View videotape on formal reports in Resource Number 1.	1. a. *Videotape on formal reports. b. *Handout: format of formal reports.
2. Complete Resource Number 2 to determine the items that should be included in the report.	2. a. Text: Effective Communication in Business, South-Western Publishing Co. b. Chapter 19, pages 382-422.
3. Complete Resource Number 3 to identify traits that typify various types of reports.	3. a. Chapter 19, pages 422-423, discussion question G. b. Self-check your answer.
4. Evaluate your knowledge.	4. Complete criterion-referenced test for formal reports.
	*Videotape and handout provided by instructor.

CRITERION-REFERENCED TEST
FOR PERFORMANCE OBJECTIVE 6

Directions: You will be given a list of topics. Select a topic, research the topic, prepare an outline, and compose and type (or write) a formal report of 500-700 words. Your performance will be rated on the checklist on the next page.

Note: Your instructor will provide you with the list of topics.

CRITERION-REFERENCED MEASURE FOR PERFORMANCE OBJECTIVE 6

CHECKLIST
FOR COMPOSING A FORMAL REPORT

	Rating*	
	Acceptable	Unacceptable
1. Typed without strikeovers, unacceptable corrections, or spacing errors.		
2. Used appropriate format.		
3. Punctuated correctly.		
4. Spelled all words correctly.		
5. Constructed grammatically correct sentences.		
6. Developed only one main idea in each paragraph.		
7. Paragraphed correctly.		
8. Made smooth transitions from one sentence to another.		
9. Made smooth transitions from one paragraph to another.		
10. Met required criteria:		
a. wrote 500-700 words		
b. followed outline of report		
c. correctly organized and interpreted research data		
d. documented research data		
e. included summary, conclusion, and/or recommendation		

*If the letter is typewritten, all items must be rated Acceptable. If the letter is handwritten, numbered items 2-10 and all lettered items must be rated Acceptable.

Word Processing Occupations includes the word processing Levels III and IV. For example, Level IV word processing includes the following tasks:

1. Input, store, and output documents to fill typed, handwritten, and dictated work requests.
2. Code, log, store, and file magnetic and hard-copy documents.
3. Locate and retrieve stored documents.
4. Revise and output stored documents.
5. Maintain a daily production report.
6. Maintain a retention schedule for stored documents.
7. Update a word processing center procedures manual.
8. Determine the priority set for each assignment and complete assigned work, using the most time-effective methods.

Figure 9 on the following pages will demonstrate an example for a task using an in-basket exercise.

FIGURE 9

LEARNING GUIDE

PROGRAM: Word Processing Occupations

DUTY AREA: Word Processing - Level IV

TASK: Code, log, store and file magnetic and hard-copy documents

PERFORMANCE OBJECTIVE:

Given twenty documents (some magnetic and some hard-copy), a blank work order log and a word processing center procedures manual, the student will code, store, and file the documents and will log the last four of these documents. This task must be completed within 20 minutes. All items on the log sheet must be completed correctly.

DELIVERY SYSTEM: Reading, lecture, printed material and in-basket exercise.

LEARNING ACTIVITIES	RESOURCES
1. Complete Resource Number 1 to review the applications of productivity.	1. a. Text: Word Processing and Information Systems, Gregg/ McGraw-Hill. b. Chapter 11, pages 276-287. c. Complete questions 7, 8, 9, and 10, p. 293.
2. Complete Resource Number 2 to complete a log sheet.	2.*a. Handouts: 2 source documents, log sheet and procedures manual. b. Complete the log sheet. c. Check answers with instructor.
3. Evaluate your knowledge of completing a log sheet.	3. Complete criterion-referenced test for completing a log sheet.
	*Handouts provided by instructor.

CRITERION-REFERENCED TEST
FOR PERFORMANCE OBJECTIVE 2

Directions: Code, store, and file twenty magnetic and hard-copy documents and log the last four of these documents on the work log provided. You may refer to your word processing center procedures manual. Your work will be evaluated on the checklist provided. This task must be completed within 20 minutes. All items on the checklist must be rated Acceptable.

Note: The following pages contain one sample work order log that is blank and one that has been filled out for a center with an IBM Office Systems 6 and a magnetic card typewriter. The instructor who chooses to use this log can fill out the first sixteen lines of the blank log with information about sixteen of the twenty documents s(he) is providing for the student. Then the instructor can ask the student to log the last four documents.

If another type of work order log is better suited to the school's word processing equipment, the instructor may wish to use it, instead.

Whichever equipment and work order log is used, the student should be expected to code, log, store, and file the documents as specified in the word processing center procedures manual.

Work Order Log

JOB NO.	DATE IN 198_	CODE ASSIGN.	DATE DUE 198_	DATE OUT 198_	CHG. OUT TIME	ORIGINATOR	DOCUMENT NAME	CHARGE TO	EQUIP. USED	JOB ASSIGN. TO

Work Order Log Key

JOB NO.	DATE IN 198_/	CODE ASSIGN.	DATE DUE 198_/	DATE OUT 198_/	CHG. OUT TIME	ORIGINATOR	DOCUMENT NAME	CHARGE TO	EQUIP. USED	JOB ASSIGN. TO
2822	5/29	2822/5/81	6/3	6/2	.30	Spicer	Position Description	Mgmt Svcs	M2	sc
2823	5/29	2823/5/81	5/29	5/29	.50	Ipoli	Confidential-Don Smith	Spec. Needs	M2	sc
2824	5/29	2824/5/81	6/1	6/1	1.50	Altice	Letter	CETA	M2	go
2825	5/29	2825/5/81	6/11	6/1	1.50	Miller	Objectives	Drafting	M2	go
2826	5/30	2826/5/81	6/11	6/11	.50	Bell	Eng. Model Technology	Drafting	OS-6	sc
2827	6/1	2827/6/81	6/1	6/1	.50	Duffy	Memo- Kate Tanner	Drafting	M2	sc
2828	6/1	2828/6/81	6/2	6/1	1.00	Wiley	Memo - Ted Jones	Media	M2	go
2829	6/1	2829/6/81	6/2	6/1	.25	Meade	Form	Inst. Support	M2	so
2830	6/1	2830/6/81	6/10	6/3	1.50	Spicer	Purchase Orders (35)	Bookkeeping	OS-6	go
2831	6/1	2831/6/81	6/2	6/1	.25	Thomas	Summer Bus Schedule	Mgmt. Svcs.	M2	ss
2832	6/1	2832/6/81	6/3	6/3	1.00	Nara	Minutes-Law Enf.	Law Enf.	M2	so
2833	6/1	2833/6/81	6/1	6/1	.50	Bell	Memo - Thelma Law	Adult Ed	M2	go
2834	6/2	2834/6/81	6/2	6/2	.50	Miller	Letter - Andrew Balboa	Drafting	M2	go
2835	6/2	2835/6/81	6/3	6/3	1.00	Spicer	Summer Schedule	Admin.	OS-6	bb
2836	6/2	2836/6/81	6/5	6/5	.15	Myers	Letter #21	CETA III	M2	so
2837	6/3	2837/6/81	6/3	6/3	3.75	Dorsey	Grad. letters to Schools	Admin.	OS-6	tt
2838	6/3	2838/6/81	6/15	6/15	1.75	Gant	Test-Cardiovascular	Prac. Nurs.	M2	sc
2839	6/3	2839/6/81	6/15	6/15	2.00	Gant	Test-GI System	Prac. Nurs.	M2	sc
2840	6/3	2840/6/81	6/15	6/15	.50	Ipoli	Memo- Dora Lester	Spec. Needs	M2	go
2841	6/3	2841/6/81	6/15	6/15	1.00	Spicer	Purchase Orders (15)	Admin.	OS-6	go

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and

PHI BETA LAMBDA (PBL)

Vocational student organizations operate pursuant to federal and state laws which authorize them as viable components of vocational education programs. According to federal regulations, the vocational education program of instruction may include activities of vocational student organizations which are an integral part of the vocational instruction offered and which are supervised by vocational education personnel. The Florida Board of Education Rules authorize vocational student organizations as an integral part of the vocational education program (SBER 6A-6.64 (7) and 6A-6.65 (8)).

Future Business Leaders of America and Phi Beta Lambda are the state and national leadership organizations for high school and postsecondary/collegiate students participating in business and office occupations. The activities of FBLA/PBL strengthen the confidence of students in themselves and their work and provides opportunities to work with business and industry. FBLA and PBL both function as integral parts of the instructional programs and, in addition, promote a sense of civic and personal responsibility.

The FBLA program of activities is designed to complement, supplement, enrich and strengthen the instructional program of business and office education at the secondary level. This enrichment may be accomplished through competitive events and activities planned by students under the guidance and direction of the advisor. Some of the competitive events which strengthen the FBLA program are: typewriting, stenography, accounting, business law, office procedures, economics, business communications, public and impromptu speaking, parliamentary procedure and money management. Each of these events is designed to give to that student who is striving to find his/her place in the world an opportunity for recognition at the local, district, state and national levels.

Phi Beta Lambda (PBL) involves a program at the postsecondary level in which members learn to lead and participate in group discussions, preside at meetings and conferences, work effectively within committees, and engage in practical problem-solving and decision-making activities. Members learn the value of competition on local, state, and national levels by experiencing the responsibility of success as well as the challenge of

defeat. Competitive events are directly related to professional employment skills.

FBLA/PBL activities may be continued through the Florida FBLA/PBL Alumni Association. The Alumni Association promotes FBLA/PBL activities through the support of local and state chapters.

TEACHER QUALIFICATIONS

School Districts

The teacher is qualified to teach by one of the following methods:

1. Regular or temporary Florida teacher's certificate with appropriate coverage;

2. Approval of local school board consistent with adopted school policy; or

3. Regular or temporary Florida teacher's certificate with other than appropriate coverage; has met all occupational experience requirements prescribed as a prerequisite to appropriate certification, and has been approved by the school board to teach out-of-field.

Listed below are the certification coverages included in the current Course Code Directory for Word Processing Occupations:

BUS ED 4	TEACH CBE 7
VOE 7	SECRETAR 7
STENOG 4	CLERICAL 7

Community Colleges

6A-14.414 Certification of personnel. In accordance with Section 240.335, Florida Statutes, instructional and administrative personnel of community colleges, as classified under the provisions of Rule 6A-14.41(6), FAC, shall not be required to have certificates issued by the state, except as required in Section 231.3505, Florida Statutes. For those not required to have certificates, boards of trustees shall set minimum standards which shall be utilized in making personnel decisions at the college.

FACILITY DESIGN CRITERIA

The facility should provide space and learning stations to enable the instruction to meet program objectives.

Florida State Board of Education Rule 6A-2,32 specifies the size of space and occupant design criteria that school districts and community colleges must follow in planning and designing facilities for Word Processing Occupations Programs. The minimum, normal and maximum size facilities recommended for a one-time occupancy design capacity of twenty (20) students are listed below:

	Minimum	Normal	Maximum
Word Processing Occupations Laboratory	1320 sq. ft.	1400 sq. ft.	1460 sq. ft.
P-5 Storage, Material	95 sq. ft.	100 sq. ft.	105 sq. ft.
Teacher Planning Office	100 sq. ft.	105 sq. ft.	110 sq. ft.
Total	1515 sq. ft.	1605 sq. ft.	1675 sq. ft.

District schools and community colleges desiring to vary from size and occupant design criteria may do so by providing justification in the educational specifications document which is subject to the approval of the Office of Educational Facilities Construction.

Additional recommended facility specifications are as follows:

1. General Requirements:

   Adequate circulation should be provided in the form of easy access to and from various associated areas.

2. Location Requirements:

   This facility should be away from noise producing areas, and it should be located on the ground floor to facilitate the movement of machines and furniture.

3. Specific Provisions:

   Adjustable shelves, minimum depth 12 inches

Lockable cabinets with work counter with sink;
wall storage cabinets with adjustable shelves and lockable doors above counter
Security light in an area other than that of the chalkboard and AV screen

Rheostat lighting control
Four-socket electrical outlets for each student station
Operable windows with shades for light control
Minimum of sixteen lineal feet of 36" high chalkboard
Minimum 48 square feet of tackboard
Minimum 8 lineal feet of map rail
Lockable closet for teacher use
Intercom system
Wall clock
Acoustical ceiling
Climate control--heat and air conditioning
Master control switch
Telephone wiring for instructional communications system
Tilt wall mounted screen for audio-visual use
Mounted display racks for reference books and periodicals
Acoustical floor covering
Multi-listening system for wire and wireless adaptation
Wiring for computer terminals and closed circuit television
Flourescent lighting
Independent Incandescent Lights with dimmer

EQUIPMENT

Instructional resources including equipment and supplies should be provided and utilized to enable the instruction to meet program objectives.

Suggested items of equipment and supplies to properly equip a laboratory* for Word Processing Occupations are as follows:

Number of items	Item Descriptions
32	Desks/tables
32	Adjustable Posture Chairs w/casters
1	Demonstration Stand
1	Bond Copy Machine
4	Microcomputers with printer
20	Electronic Display and Printing Calculators
1	Internal Communication System
1	Audio-Visual Cart w/electric leg
10	Combination Dictation/Transcribing Machines
10	Transcribing Machines
1	Overhead Projector
1	Projection Screen
2	Lateral File Cabinet
20	Electronic Typewriters
8	Word Processors
1	Filmstrip Projector
20	Cassette Tape Player/Recorder
1	Offset Duplicator w/cabinet
1	Plate Maker w/stand
1	Illuminated Drawing Board
3	Storage Cabinets (cassette, A/V, Floppy discs, etc.)
1	Collator, Electric
1	Jogger, Electric
1	Dictionary Stand
1	Magazine Rack
1	Electric paper cutter
1	Listening System
1	Audiovisual System for individualized instructional programs
1	Videotape recorder and monitor
1	Lettering Machine

*This laboratory is designed to include the equipment necessary to teach all competencies in the Word Processing Occupations Program.

SUGGESTED INSTRUCTIONAL MATERIALS, SUPPLIES AND AUDIO VISUAL AIDS

U.S. Zip Code Directories
Reference books
Dictionaries
Telephone directories
Reference manuals
Filing sets
Workbooks
Practice sets
Electric Pencil sharpener
Stop watch
Interval timer
Paper punch
Staples
Electric Stapler
Staple remover
Desk trays
Correction tape
Offset ink
Plate maker chemicals
Lettering machines
  tape and disks
Film for videotape
Hanging files
Individualized instructional
  materials for typewriting
  office machines, shorthand
  and other business programs
Business-related periodicals
Bond copy paper
Adding machine tape
Carbon paper
Thumb tacks
Paper clips
Rubber bands
Rulers
File folders & labels
Postal scales
Grease pencils
or transparency pens
Acetate (for trans-
  parencies)
Wall charts
Paper towels with dis-
  penser; soap dispenser
Offset masters
Scissors
Scotch tape dispenser and
  tape
Cassettes
Microcomputer printer
  paper
Floppy disks
Microcomputer software
Word processing software

RESOURCES

The following resources were used for references in preparing the Word Processing Occupation Guide:

Administrative Rules, Florida State Board of Education, Department of Education, Tallahassee, FL

Burtness and Clark, Effective English for Business Communication, Seventh Edition, South-Western Publishing Company, Cincinnati, 1980

Business Education Competencies: Levels I-IV, Center for Studies in Vocational Education, Florida State University, Tallahassee, FL 32306

Business Mathematics, Media Systems Corp.; Harcourt Brace Jovanovich, 1978

Course Code Directory and Instructional Personnel Assignments, State of Florida, Department of Education

FBLA/PBL, Inc., National Handbook, P.O. Box 17417, Dulles, Washington, D.C. 20041

FBLA/PBL State Handbook, Department of Education, State of Florida

Florida Statutes, Digest of General Laws, State of Florida, 1983

Florida Statutes, State of Florida, Tallahassee, FL, 1983

Out In Front, a revised product of the Coordinating Council Development Project and the Division of Vocational Education, Florida Department of Education, September, 1982, p. 23.

Vocational Education Advisory Committees, an organization and function handbook edited by Division of Vocational Education, Florida Department of Education, 1982, p. 3.

Vocational Education Program Courses Standards, 1983, Florida State Board of Education, Tallahassee, FL

Word Processing and Information Systems, Gregg Division, McGraw-Hill Book Co., 1983

The following are resources that may be helpful in obtaining information and materials for your program:

Association for Information Systems Professional
1015 North York Road
Willowgrove, PA 19090

Bobbs-Merrill Company
4300 West 62nd Street
Indianapolis, IN 46468

William C. Brown Company Publishers
2460 Kerper Boulevard
Dubuque, IA 52001

CBS Educational and Professional Publishing
383 Madison Avenue
New York, NY 10017

Benjamin Cummings Publishing Company
Subsidiary of Addison-Wesley Publishing Company
2727 Sand Hill Road
Menlo Park, CA 94025

Dryden Press
Division of Holt, Rinehart and Winston, Inc.
901 North Elm
Hinsdale, IL 60521

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Harper & Row
10 East 53rd Street
New York, NY 10017

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, NY 10017

Houghton Mifflin Company
Two Park Street
Boston, MA 02107

Richard D. Irwin, Inc.
1818 Ridge Road
Homewood, IL 60430

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Media Systems Corporation
Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Charles E. Merrill Publishers
Division of Bell and Howell Company
1300 Alum Creek Drive
Columbus, OH 43216

Milady Publishing Corporation
3839 White Plains Road
Bronx, NY 10467

Office Publications
1200 Summer Street
Post Office Box 1231
Stamford, CT 06904

Pitman Learning, Inc.
6 Davis Drive
Belmont, CA 94002

Prentice Hall, Inc.
Route 9W
Englewood Cliffs, NJ 07632

Professional Secretaries International
Suite G-10
2440 Pursching Road
Kansas City, MO 64108

Science Research Associates
Subsidiary of IBM
College Division
1540 Page Mill Road
Palo Alto, CA 94304

Toledo Metal Furniture Company
1111 North Hastings Street
Toledo, OH 43607

Wadsworth Publishing Company
10 Davis Drive
Belmont, CA 94002

West Publishing Company
Post Office Box 3526
St. Paul, MN 55165

John Wiley and Sons, Inc.
605 Third Avenue
New York, NY 10158

APPENDIX

BUSINESS RECORDS - LEVEL I

1. Prepare checks and stubs.
2. Endorse checks using restrictive endorsement.
3. Prepare deposit slips and adjust checkbook.
4. Prepare bank reconciliations.
5. Prepare purchase requisitions.
6. Prepare purchase orders.
7. Prepare invoices.

BUSINESS RECORDS - LEVEL II

Accounts Payable

1. Record purchases transactions in the purchases journal.
2. Post purchases journal entries to the accounts payable ledger and general ledger.
3. Record a purchases returns and allowances transaction in the general journal.
4. Post a purchases returns and allowances transaction to the accounts payable ledger and general ledger.
5. Prepare a schedule of accounts payable.

BUSINESS RECORDS - LEVEL II (continued)

Accounts Receivable

6. Record a sales transaction in the sales journal.
7. Post sales journal entries to the accounts receivable ledger and general ledger.
8. Prepare a credit memorandum.
9. Record a sales returns and allowances transaction in the general journal.
10. Post a sales returns and allowances transaction to the accounts receivable ledger and general ledger.
11. Prepare a schedule of accounts receivable.

Cash Receipts

12. Record cash receipts transactions in the cash receipts journal.
13. Post cash receipts journal entries to the accounts receivable ledger.

Cash Payments

14. Record cash payments transactions in the cash payments journal.

BUSINESS RECORDS - LEVEL II (continued)

15. Record the transaction necessary to establish a petty cash fund in the cash payments journal.
16. Record the transactions necessary to replenish petty cash in the cash payments journal.
17. Post cash payments journal entries to the accounts payable ledger and general ledger.

Payroll

18. Prepare a W-4 form (Employee's Withholding Allowance Certificate).
19. Process a time card.
20. Prepare a payroll register.
21. Prepare an employee earnings record.
22. Prepare a payroll voucher check.
23. Prepare a W-2 form (Wage and Tax Statement).

BUSINESS ORGANIZATION (CONSUMER ECONOMICS) - LEVEL I

1. Identify basic characteristics (concepts) of the American economic system.
2. Identify factors of production.
3. Identify functions of marketing.
4. Identify functions of money.
5. Demonstrate value fluctuation of an individual's real income during deflation and inflation.

BUSINESS ORGANIZATION (CONSUMER ECONOMICS) - LEVEL I (continued)

6. Identify role of budgeting in personal financial planning.
7. Identify appropriate sources of consumer credit.
8. Identify basic types of consumer credit.
9. Identify advantages and disadvantages of using consumer credit.
10. Identify role of personal insurance in personal planning.
11. Identify elements of a contract.
12. Identify wise-buying procedures.
13. Identify services performed by consumer information sources.

DATA PROCESSING - LEVEL I

1. Identify applications of basic data, punched card, and magnetic storage processing terms.
2. Identify basic data, punched card, and magnetic storage terms test.
3. Identify hardware and software as first, second, third, or fourth generation.
4. Identify the advantages of each generation of hardware and software over the preceding generation.

DATA PROCESSING - LEVEL I (continued)

5. Identify the components on an 80-column card including characteristics and positions.
6. Locate requested information on a completed punched card.
7. Identify the difference between punched card and magnetic recording equipment.
8. Identify the relationship between a source document and a single transaction on a unit of record (such as punched card or magnetic tape).
9. Identify terms used with punched card and magnetic recording equipment functions.
10. Identify computer hardware and software.
11. Identify the major programming languages used in business data processing.
12. Manually correct errors on a computer printout.
13. Verify the totals on the printout.
14. Locate requested information on a computer printout.
15. Identify major types of careers in data processing with the duties performed and educational requirements needed.
16. Identify applications of computers in modern business.

DATA PROCESSING - LEVEL II

1. Sequence and define the six steps of a processing cycle.
2. Classify accounting functions that are commonly computerized.
3. Classify characteristics of the three types of media used as input to a computerized accounting system.
4. Classify computer devices found within an automated accounting application.
5. Define the five major categories of information required in a computerized payroll system.
6. Classify fields found within an employee record of a computerized payroll system.
7. List fields found in major reports generated as output in a computerized payroll system.
8. Define six major categories of information required in a computerized accounts payable system.
9. Classify items required on a purchase requisition.
10. List fields found in major reports generated as output in a computerized accounts payable system.

DATA PROCESSING - LEVEL II

11. Define three major categories of information required in a computerized accounts receivable system.
12. Classify characteristics of recording transactions as on-line points of sale or manual methods.
13. List fields found in major reports generated as output in a computerized accounts receivable system.
14. Identify symbols used in an accounting flow chart application.
15. Classify flow chart symbols used in an accounting application as input, output, processing, or input/output.
16. Interpret a payroll flow chart.
17. Interpret an accounts payable flow chart.
18. Interpret an accounts receivable flow chart.
19. Calculate batch totals for computer processing.
20. Balance a cash requirements report.
21. Balance an invoice register report.
22. Balance a distribution summary report.
23. Balance a transaction register.
24. Balance a payroll register.
25. Locate and manually correct all incorrect entries on a weekly payroll audit report.

FILING AND RETRIEVING - LEVEL I

1. Index, code, sort, and file alphabetically and chronologically.
2. Code, sort, and file numerically.
3. Retrieve materials from the file; complete an out card and checkout record.
4. Identify types of filing supplies and procedures.
5. Identify types of filing equipment.

FILING AND RETRIEVING - LEVEL II

1. Index, code, sort, and file correspondence geographically.
2. Cross-reference correspondence in the alphabetic, numeric, geographic, and subject filing systems.
3. Index, code, sort, and file correspondence, using the subject system.
4. Locate and retrieve correspondence from the file in the alphabetic, numeric, geographic, and subject systems.
5. Search for and locate missing or misplaced correspondence.
6. Identify correct definitions of supplementary file terms (index, tickler, chronological, card index, and invoice).
7. Identify correct definitions of methods used in the management of records.

GROOMING - LEVEL I

1. Develop a personal grooming plan.
2. Demonstrate good grooming habits.

HUMAN RELATIONS - LEVEL I

1. Identify ways to increase self-understanding.
2. Identify terms relating to personal appearance and behavior.
3. Identify personality traits that increase job performance.
4. Identify traits that promote good human relations.
5. Arrange 5 steps for improvement of personal conduct.
6. Analyze and develop written solutions to personal behavior problems on the job.

INCOMING AND OUTGOING MAIL - LEVEL I

1. Classify mail.
2. Identify special mail services.
3. Locate zip codes.
4. Process outgoing mail.
5. Process incoming mail.
6. Forward mail.

JOB APPLICATION PROCEDURE - LEVEL I

1. Complete a Social Security application form.
2. Complete a personal data sheet or resume.
3. Complete job application form.
4. Compose and type letter of application.
5. Participate in job interview.
6. Complete a W-4 form.

LEADERSHIP TRAINING - LEVEL I

1. Prepare an agenda.
2. Identify purpose of parliamentary procedure.
3. Identify motions of parliamentary procedure.
4. Identify parliamentary procedure terms.
5. Make a motion.
6. Introduce individuals.
7. Introduce a speaker.
8. Identify characteristics used when introducing a speaker.
9. List characteristics of a good news release.

MATH COMPUTATIONS - LEVEL I

1. Solve math problems consisting of whole numbers.

1A Solve addition problems.

1B Solve subtraction problems.

1C Solve multiplication problems.

1D Solve division problems.

2. Solve math problems consisting of decimal numbers.

2A Solve addition problems.

2B Solve subtraction problems.

2C Solve multiplication problems.

2D Solve division problems.

3. Solve math problems consisting of mixed numbers.

3A Solve addition problems.

MATH COMPUTATIONS - LEVEL I (continued)

3B Solve subtraction problems.
3C Solve multiplication problems.
3D Solve division problems.
4. Convert proper fractions to decimals.
5. Convert decimals to proper fractions.
6. Convert percents to proper fractions.
7. Convert improper fractions to mixed numbers.
8. Convert mixed numbers to improper fractions.
9. Round numbers to designated decimal places.
10. Round mixed numbers to whole numbers.
11. Compute simple interest.
12. Compute cash discounts.
13. Convert problems using the standard U.S. unit of measure and the metric unit of measure.
13A Convert length.
13B Convert capacity.
13C Convert weight.
14. Prepare sales slip.
15. Compute on a ten-key machine.

MATH COMPUTATIONS - LEVEL II

1. Solve addition, subtraction, multiplication, and division problems, using a ten-key adder or calculator.
a. Solve addition problems.
b. Solve subtraction problems.
c. Solve multiplication problems having varying decimal places.
d. Solve multiplication problems containing percents.
e. Solve multiplication problems using constant multiplication function.
f. Solve multiplication problems using accumulative multiplication function.
g. Solve division problems.
h. Solve division problems having varying decimal places.
2. Solve commission problems using a ten-key adder or calculator.
a. Identify commission terms.
3. Solve markup problems using a ten-key adder or calculator.
a. Identify markup terms.
b. Compute the amount of markup and selling price when the markup is based on the cost.
c. Compute the percent of markup based on the cost.
d. Compute the amount of markup and cost when the markup is based on the selling price.

MATH COMPUTATIONS - LEVEL II (continued)

e. Compute the percent of markup based on the selling price.
4. Solve markdown problems, using a ten-key adder or calculator.
a. Identify markdown terms.
5. Solve compound interest problems, using a ten-key adder or calculator and a compound interest table.
a. Identify interest terms.
b. Compute interest compounded annually.
c. Compute interest compounded semiannually.
d. Compute interest compounded quarterly.
e. Compute interest compounded annually, using a compound interest table.
f. Compute interest compounded semiannually, using a compound interest table.
6. Complete an invoice.
a. Interpret cash discount terms.
b. Compute cash discount or net amount.
c. Determine due dates.
7. Compute totals and sales tax on a sales slip.
a. Compute sales tax and total amount due.
8. Solve finance charge and annual percentage rate problems.

MATH COMPUTATIONS - LEVEL III

1. Determine elapsed time between two events, stated in seconds, minutes, hours, days, weeks, months, or years.
2. Determine equivalent amount of coins and currency.
3. Determine whether sufficient, insufficient, or extraneous information is given for solving a problem.
4. Solve problems involving comparison shopping.
5. Solve problems involving perimeter or area of a rectangular region, using metric or customary units.
6. Interpret line graphs, circle graphs, bar graphs, and tables.
7. Solve problems involving length, width, or height, using metric or customary units.
8. Solve problems involving capacity, using metric or customary units.
9. Solve problems involving percentages.

ORAL AND WRITTEN COMMUNICATIONS - LEVEL I

1. Locate and record information found in a dictionary.
1A Identify sections of a dictionary.
1B Locate and record general information found in a dictionary.

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ORAL AND WRITTEN COMMUNICATIONS - LEVEL I (continued)

1C Locate and record syllabication, diacritical marks, definitions, and synonyms.

2. Spell and define words.

2A Write correct spelling for suggested statewide spelling words.

2B Write correct spelling for commonly used general vocabulary words.

2C Write correct definitions for words on suggested statewide reading vocabulary words.

2D Write correct definitions for commonly used business and consumer terms.

3. Find specific information in written material.

3A Determine main idea stated in a paragraph.

3B Infer main idea of a paragraph.

3C Find specific information in a selection.

3D Identify the conclusion supported by a paragraph.

3E Identify facts and opinions.

3F Identify unstated opinions.

3G Identify conclusion on insufficient evidence.

4. Write grammatically sound and complete sentences.

4A Identify subjects and predicates.

ORAL AND WRITTEN COMMUNICATIONS - LEVEL I (continued)

4B Identify complete and incomplete sentences.

4C Write complete sentences using simple phrases.

4D Identify nouns and pronouns.

4E Write complete sentences using nouns and pronouns.

4F Identify verbs, verb phrases, and main verbs.

4G Write complete sentences using given verbs and verb phrases.

4H Identify correct usage of prepositions.

4I Write complete sentences using prepositions.

4J Identify possessive forms of nouns and pronouns.

4K Write possessive forms of nouns and pronouns.

4L Write complete sentences using possessive forms of nouns and pronouns.

4M Form contractions using apostrophes.

4N Form possessives using apostrophes.

4O Write complete sentences using conjunctions.

4P Identify adjectives, adverbs, and interjections.

4Q Write complete sentences using interjections, adjectives, and adverbs.

ORAL AND WRITTEN COMMUNICATIONS - LEVEL I (continued)

5. Write sentences with correct punctuation, capitalization, abbreviations, and numbers.
5A Punctuate sentences with commas.
5B Write and punctuate sentences with commas.
5C Punctuate end of sentences correctly.
5D Punctuate compound sentences with commas and semicolons.
5E Punctuate sentences with colons, semicolons, and dashes.
5F Punctuate sentences with parentheses and quotation marks.
5G Capitalize appropriate words in sentences.
5H Abbreviate words correctly.
5I Write numbers correctly in sentences.
6. Compose and write simple business letters
6A Identify qualities of effective business letters.
6B Identify parts of business letters.
6C Identify arrangement and punctuation styles of business letters.
7. Follow oral instruction.
8. Greet visitors and give directions.

ORAL AND WRITTEN COMMUNICATIONS - LEVEL II

1. Write effective business letters.
a. Use appropriate, up-to-date terminology.
b. Write positive statements.
c. Use concise terminology.
d. Write, using "you-viewpoint."
e. Explain factors that promote goodwill.
2. Compose, arrange, and type a memorandum.
3. Compose and type or write a letter of request.
4. Compose and type or write a letter of transmittal.
5. Compose and type or write a letter of acknowledgment.
6. Compose and type or write a letter of application.
7. Compose and type or write a letter requesting a reference.
8. Compose and type or write a letter of follow-up.
9. Compose and type or write a routine letter of response.
10. Prepare, outline, and deliver a short speech.
a. Identify terms commonly used in oral communications.
b. Evaluate a speech.

ORAL AND WRITTEN COMMUNICATIONS - LEVEL III

1. Compose and type or write a claim letter.
2. Compose and type or write a letter approving an adjustment.
3. Compose and type or write a letter of refusal.
4. Compose and type or write a letter of resignation.
5. Compose and type or write a letter of persuasion.
6. Participate in a group discussion as a member.
7. Participate in a group discussion as a leader.
8. Dictate for recording medium.
9. Listen to an oral presentation and follow given instructions.

ORAL AND WRITTEN COMMUNICATIONS - LEVEL IV

1. Annotate letters, reports, and news articles.
2. Edit short, handwritten manuscripts, using proofreading marks.
3. Edit a multipage, handwritten manuscript, using proofreading marks.
4. Research and compose an interoffice memorandum containing statistical information.
5. Compose an informal report.
6. Compose a formal report.

REPROGRAPHICS - LEVEL I

1. Identify characteristics of copying/duplicating methods.
2. Make decisions on best copying/duplicating method to use.
3. Type, correct, and run spirit masters.
4. Type, correct, and run stencils.

REPROGRAPHICS - LEVEL II

1. Identify correct definitions of terms used in reprographics.
2. Identify characteristics of paper.
3. Select appropriate paper.
4. Type and correct offset masters.
5. Classify characteristics of copying processes.

TELEPHONE TECHNIQUES - LEVEL I

1. Identify telephone services and types of calls.
2. Locate telephone numbers.
3. Answer the telephone.
4. Place telephone calls.

TYPEWRITING - LEVEL I

1. Demonstrate correct typewriting techniques.
2. Identify operative parts of a typewriter and their operations.
3. Identify principles of typewriting.
4. Demonstrate speed and accuracy in typing straight-copy.
5. Type and correct business letters and envelopes.
6. Type interoffice memoranda.
7. Chain-feed, type, and correct addresses on envelopes.
8. Type and correct tabulated information.

TYPEWRITING - LEVEL II

1. Type a 2-page letter with carbon copy and envelope.
2. Type business letters containing special features and enumerated items and requiring different sizes of stationery.
3. Type a memorandum to multiple recipients and address interoffice envelopes.
4. Type straight-copy material at 40 gross words per minute.
5. Type postal cards.
6. Type file folder labels and mailing labels.
7. Clean a typewriter and work station.
8. Type a report with headings and footnotes.
9. Type preprinted business forms.

TYPEWRITING - LEVEL II (continued)

10. Type form letters on a spirit master and stencil, and later type fill-ins on duplicated copies.
11. Type a news release.
12. Type minutes of a meeting.

TYPEWRITING - LEVEL III

1. Type a letter containing tabulation.
2. Type straight-copy material at 50 gross words per minute.
3. Type tables in ruled and boxed forms.
4. Type alphanumeric material from handwritten copy.
5. Type a warranty deed.
6. Compose and type a resume, a job application form, and a job application letter.
7. Type a standardized document by merging selected paragraphs and variable information.

ACCOUNTING - LEVEL II

1. Record transactions in the general journal (journalize).
2. Post entries from the general journal to the general ledger.
3. Prepare an eight-column work sheet.
4. Prepare an income statement.
5. Prepare a capital statement
6. Prepare a balance sheet.
7. Journalize and post adjusting entries.
8. Journalize and post closing entries.
9. Prepare a postclosing trial balance.

AUTOMATED OFFICE SYSTEMS - LEVEL II

1. Identify twenty commonly used terms associated with automated office systems.
2. Sequence and define the five major stages of work flow.
3. Identify the major components of an automated office system.
4. Interpret instructions on a work requisition.
5. Identify the advantages of processing documents on automated typewriters.
6. Identify representative office occupations.
7. Identify the major skills necessary for the major automated office occupations.
8. Identify automated typewriting systems, equipment components, and media.

DECISION MAKING - LEVEL III

1. Choose appropriate action in situation requiring application of business ethics.
2. Choose appropriate action in situation requiring following chain-of-command.
3. Choose appropriate action in situation requiring effective time management.
4. Identify ways to prevent inefficiency in assigning work to others.
5. Determine preventive actions for office communications problems.
6. Select best way to handle confidential information.
7. Identify best way to provide constructive feedback on improper behavior.
8. Determine correct solution to personnel problem.
9. Determine how to handle conflict of interest.
10. Identify business principles that have been violated.
11. Demonstrate how to solve problems involving violation of business principles.

DECISION MAKING - LEVEL IV

1. Evaluate job applicants on the basis of interviews.
2. Select items to include in new employees' orientation.

MACHINE TRANSCRIPTION - LEVEL III

1. Identify terms used in machine transcription.
2. Demonstrate correct techniques in machine transcription.
3. Transcribe recorded dictation of words.
4. Transcribe recorded dictation of sentences containing homonyms and within-sentence punctuation.
5. Transcribe recorded dictation of business correspondence in mailable form.

RECORDS MANAGEMENT - LEVEL III

1. Plan personnel needs for records management department.
2. Select appropriate filing method.
3. Classify records into vital, important, useful, and nonessential categories.
4. List and describe three methods of protecting vital records.
5. Recommend solutions to problems in existing filing systems.
6. Search for and investigate information in files.
7. Design form for initial inventory of records.
8. Identify characteristics of centralized and decentralized files.
9. Interpret records retention schedule.
10. Decide when to transfer and dispose of records.

RECORDS MANAGEMENT - LEVEL III (continued)

11. Identify micrographic equipment and microforms.
12. Identify advantages of microfilm.

SHORTHAND - LEVEL III*

1. Demonstrate the application of principles of shorthand.
2. Read aloud from shorthand plates at a rate of at least 200 words a minute.
3. Transcribe shorthand notes at a rate of at least 30 standard typing words per minute for 3 minutes.
4. Transcribe shorthand notes into mailable copy.
5. Transcribe shorthand notes recorded at a speed of at least 100 words per minute for 3 minutes.
6. Record and transcribe shorthand dictation of letters and memorandums into mailable copy.

WORD PROCESSING - LEVEL III

1. Edit letters and documents.
2. Input, store, and output handwritten letters and documents on an automated typewriter.
3. Input, store, and output typed letters and documents on an automated typewriter.

*Secretarial emphasis only.

WORD PROCESSING - LEVEL III (continued)

4. Input, store, and output dictated letters and documents on an automated typewriter.
5. Input, store, and output handwritten tabulated and repetitive documents on an automated typewriter.
6. Input, store, and output typed tabulated and repetitive documents on an automated typewriter.
7. Input, store, and output dictated tabulated and repetitive documents on an automated typewriter.
8. Revise stored documents and output them on an automated typewriter.

WORD PROCESSING - LEVEL IV

1. Input, store, and output letters, reports, and files requiring use of special equipment features/applications on automated equipment submitted in typed, hand-written, and dictated form.
2. Revise and output stored documents requiring use of special equipment features/applications on automated equipment.
3. Code, log, and store/file magnetic media and hard copy files.

WORD PROCESSING - LEVEL IV (continued)

4. Maintain a daily production report.
5. Locate and retrieve stored documents.
6. Maintain retention schedule for stored documents.
7. Update a word processing center procedures manual.
8. Prioritize and complete assigned work, using the most time-effective methods.